

2020 Children's Discovery Fair Activity Menu

• *Move, Groove, and Discover.*

Activity #1: Yoga Time

Description: Build self-calming techniques; develop body awareness by learning yoga poses. Picture cues will help guide family members to pose like different animals and elements from nature.

Materials: Pictures of Yoga poses, pictures of animals, soft music.

Book: Dino Does Yoga by Sofie Von Alten Engstrom

Domain: Physical Education

Standard: PK.PE. Skillfulness: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

Activity #2: Bean Bag Boogie

Description: Children will dance to a lively song while trying to keep bean bags balanced on various body parts while a family member will count to see how long the child can keep the bean bag balanced. Then, family members will switch roles.

Materials: Recorded song, "Bean Bag Boogie" by Greg and Steve, other artists), music player, vinyl bean bag for each child participating (10-15)

Material Modification: Use vinyl beanbags will need to be cleaned between use or substitute paper plate for beanbags.

Book: Eyes, Nose, Fingers, and Toes: A First Book All About You by Judy Hindley

Domain: Physical Education

Standard: PK.(Strand: Skillfulness)B.1-Identify balance through movement

Activity: #3 Heart Beat, Breath Deep I

Description: Children and family members will start by standing quietly with their hands on their chests, feeling their resting heartbeats. Following the tempo of a drum, they will jump and hop quickly for a couple of minutes, then stop and again feel their heartbeats.

Conversation Question:

What do you notice that is different in your heartbeat between standing quiet and after jumping?

Children/Family will sit on the floor and take some deep, deep breaths in and out to a slow drum beat, and then stand up and repeat the whole cycle.

Materials: Open floor space, drum

Book: Hip-Hop Lollipop by Susan McElroy Montanari

Domain: Physical Education

Standard: PK (Strand: Exercise Physiology) A.1-Identify the effects of physical activity on the body systems.

Activity #4 Jump to It

Description: Give your child directions on how to jump on the squares using direction words such as back, left, right, forward

Materials: 5-8 sets (40 total Colored floor tiles or laminated sheets of colored construction paper)

Book: Up & Down by Britta Techentrup

Domain: Physical Education

Standard: PE.4.1.A-Effects of physical activity on the body

Activity #5: Going on a Bear Hunt

Description: Have family members follow the directions in the song while going on a Bear Hunt.

Materials: Song: Going on a Bear Hunt by Dr. Jean

Book: Going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Domain: Fine Arts & Physical Education

Standard: PK.MPPR.3-Respond to music through movement

Standard: (PK.PE. Skillfulness B.1-Show creative movement)

Activity #6: Music Freeze

Description: After hearing a brief description of the game, family members will dance to lively music. They will freeze when the music stops. If they keep moving once the music stops, have them sit down and take 3 or 4 deep breaths, then stand back up and dance to the next musical selection. Varying the tempo of the music and time intervals between “freezing” keeps the game surprising.

Materials: Fun energetic leader, music player/varied music

Book: Giraffe Can’t Dance by Giles Andreae

Domain: Social Foundations

Standard: Self-regulation/inhibitory control (4 Years A.5)-Able to play games like Red Light, Green Light that require waiting for signal to do something with adult support.

Activity#7 Move Like An Animal

Description: Children will use their bodies and imaginations to move like different animals.

Book: From Head to Toe by Eric Carle

Domain: Physical Education

Standard: PK.PE. Skillfulness B.1-Show creative movement

Activity #8 Mirror, Mirror! (NEW adapted from 2016 Happy Face, Sad Face)

Description: Make mirror templates out of tagboard with an opening so that the parent and the child can see each other's face. The parent will pull select a card and make the face. The child will imitate the face and identify the emotion.

Materials: 8-10 Mirror templates made out of tagboard, set of Emotion face cards from SEL

Material modifications: Tagboard mirrors will need to be laminated and wiped down between use or individual paper mirrors are given to children to use and keep.

Book: My Friend is Sad by Mo Willems

Domain: Social Foundations

Standard: Initiates and maintains relations A-Expresses, Understands, and Responds to Feelings/Emotions of Others

Activity #9 Following Directions

Description: This game is about listening to directions. Have children sit down as the family members model how to be an active listener. Have the adults model one-part directive, two-part directives, and three-part directives. This will give the children a visual of why it is important to listen. Then give each family a set of direction cards, which should include 2-1 directive, 2-2 directives, and 1-complex directive card.

A family member can give or select a direction card and have the child follow the stated direction.

Materials: Open space, set of directive cards (5) per baggie

Material modifications: Type verbal directions on a half sheet of paper for families to keep.

Book: Bug Dance by Stuart Murphy

Domain: Social Foundations

Standard: PK. Working Memory A.4-Can remember two-step directions without prompting

Activity # 10 All About Feelings Game I

Description: Families will take turns rolling a SEFEL die. The family member that rolled will then identify the feeling expressed by the face, and give a reason they might experience that emotion.

Materials: 8-10 SEFEL cubes You can find the template for the cube at the following website in the Teaching Social Emotion Skills Section <http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills> (click on Feelings Face cube)

Material modification: Laminate cube template before assembling the cube.

Book: Quiet in the Garden by Alike

Domain: Social Foundations

Standard: SER.IMR.A.2 Understands a wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.

Activity #11: UNO Movement Game

Description: Assign each color a movement such as Red – Hop, Yellow – Stomp, Green – Twirl, and Blue - Touch Elbows to Opposite Knees. Take turns flipping the cards over and doing the movement the number of times indicated on the card.

Instructional modification: Play as a small group with the facilitator handling the cards.

Materials: UNO cards with numbers on them

Book: Bear Sees Colors by Karma Wilson

Domain: Social Foundations

Standard: Self-regulation/inhibitory control (4 Years A.5)-Able to play games like Red Light, Green Light that requires waiting for the signal to do something with adult support

Activity #12: Moving Up the Coconut Tree

Description: A family member spins the wheel and the child hops that number of spaces up the tree until they reach the top. Then the child and adult switch roles.

Materials: Large cardboard coconut tree with up to 10 blocks going up. Spinning wheel with numbers.

Material modification: Use dice instead of a spinner.

Book: The Cow Who Climbed a Tree by Gemma Marino

Domain: Math

Standard: PK.CC.B4a: When counting objects, say the number names in the standard order, pairing objects with one and only one number name.

Activity #13: Jumping Animals

Description: Put 3 strips of masking tape on the floor that are each about 10' long. Tape one of the pieces of paper on the floor at the start of each line of tape. For the kangaroo, use the marker to mark the tape at intervals of about 3'. For the bunny, put a mark at every foot. On the frog's line, marks every 2 feet. Talk about how each animal would jump and then encourage your child to make her way across each of the lines of tape jumping like the designated animal. Long, high jumps for the kangaroo. Short, quick jumps for the bunny. Low jumps on all fours for the frog. See if she can hit each of the marks you've drawn on the tape.

Materials: Masking tape, A marker, and paper with a picture of kangaroo, rabbit, and frog

Book: Jump! by Tatsuhide Matsuoka

Domain: Math

Standard: PK.MD.A2-Directly, compare two objects with a measurable attribute in common, using words such as bigger/smaller, longer/shorter, lighter/heavier, or taller/shorter. Order up to 3 objects by a measurable attribute (e.g., bigger to smallest)

Activity #14 Penny Drop

Description: Watch the Ready Rosie video and then reenact. Have a family member drop pennies into a jar and have the child identify how many pennies did they hear. Determine the number of pennies dropped in a jar by listening to the sound. Then, allow the child to drop pennies and have the family member guess how many.

Instructional modification: This is a small group activity. The facilitator can play recorded sounds or bring items that produce sounds to identify.

Materials: 5-10 glass jars and 10-15 pennies per jar.

Book: I Hear...(Five Senses) by Patrick George

Domain: Math

Standard: PK. CC.B4 Understand the relationship between numbers and quantities to 5, then 10; connect counting cardinality.

Activity #15 Coconut Toss

Description: This game focuses on gross motor skills and mathematics. Lay tree on the floor. Have child face away from the tree. Give 3-5 balls/beanbags to throw at the tree. The child should turn around and tell their family member how many landed on the tree and how many were off the tree. Then add/count to equal 10.

Material Modification: Use vinyl beanbags and clean them between use or have children make paper balls to toss.

Book: Chicka, Chicka, 1, 2, 3 by Bill Martin, Jr.

Materials: Large banner (shower curtain, poster board, etc), large coconut tree drawing,

Domain: Math

Standard: PK.OA.A1 Represent simple addition and subtraction problems with objects.

Activity #16: Feed the Hungry Caterpillar

Description: How many pieces of food can you feed Mr. Caterpillar? Toss bean bags into the open mouth.

Materials: Large box with caterpillar face and body. Beanbags are shaped like food.

Material Modification: Use vinyl beanbags or use plastic food. Clean between use.

Book – The Very Hungry Caterpillar by Eric Carle

Domain: Math

Standard: PK.CC.B4b: Recognize that the last number name said tells the number of objects counted

Activity #17 Fishing for Numbers

Description: A family member will help their child catch a fish using the fishing pole. Once the child has caught the fish, the child will match the numeral on the fish with the number on cards

Materials: Large box or container for a pond, fish cutouts with numbers 1-10, paper clips, small magnets, rulers with string and magnets attached to make fishing poles, index cards with numbers.

Materials modification: **Laminate fish and fishing poles should be wiped down between use.**

Book: **Fish Eyes: A Book You Can Count On** by Lois Ehlert

Domain: Math

Standard: PK.CC.A3-Identify written numerals 0-10, and pair them with concrete objects first to 5, then 10.

Activity #18 Nest and Stack

Description: Sizes/Sequences—Lay out cups of various sizes in random order. Have caregiver and child explore putting cups inside each other. Have actual sample nesting doll (s) for children to see and play with.

Materials: **Disposable cups (four to six different sizes capable of fitting inside each other). Nesting doll (s)**

Material modification: **Provide four different size disposable cups that families will keep.**

Book: **Stack the Cats** by Susie Ghahremani

Domain: Math

Standard: PK.MD.A2-Directly compare two objects with a measurement attribute in common, using words such as “bigger/smaller,” “longer/shorter,” lighter/heavier,” or “taller/shorter.” Order up to 3 objects by a measureable attribute (e.g., biggest to smallest.)

Activity #19 Letter Matching Relay (adapted from 2016 Letter Match)

Description: The family will be given a bucket/baggie of letters to match at the end of their assigned lane. A family member can identify the letter and have the child repeat the name of the letter before he/she race down the lane to match the letters.

Materials: **Open space to run (3-4 lanes), 6-10 Large letter cut-outs per lane, buckets/baggies labeled for each lane.**

Materials modification: **Materials will need to be laminated and wiped down between use.**

Book: **Chicka Chicka Boom Boom** by Bill Martin, Jr.

Domain: Language & Literacy

Standard: RF.PK1. d Recognize and name some upper and lowercase letters of the alphabet

Activity #20 There's that Bunny

Description: A family member will give clues to the child where to place the bunny. The adult will use position words such as **in, on top of, under, beside, below, etc.** After the family member models how to give the clue, allow the child to give clues where to put the bunny.

Materials: 8-10 bunnies/stuffed animals, vocabulary cards with position words, and various objects for the students to place bunnies (bucket, cup, blocks, etc).

Materials modification: Use laminated bunny cutouts that will need to be wiped down between use.

Book: Knuffle Bunny by Mo Willems

Domain: Language & Literacy

Standard: L.P.K.1e Gain exposure to the most frequently occurred prepositions (e.g. to, from, in, out, on, off, for, of, by, with)

Activity #21 Letter Leaping (NEW)

Description: Children will use their gross motor skills to leap like a frog to letters called out by a family member. Encourage parents to have children leap in the following ways:

- Letters in child's name, uppercase letters only,
- Lowercase letters only, what letter comes next, after, etc.,
- Find the letter that makes this sound

Materials: Uppercase and lowercase letters on cardstock (shaped like lilypads)

Book: Jump, Frog, Jump by Robert Kalan

Domain: Language and Literacy

Standard: RF.PK.3a. Recognize that words are made up of letters and their sounds

Activity #22 Nursery Rhymes

Description: Read each nursery rhyme and invite the child to act it out through movement and/or finger play

Materials: Charts or copies of the following Nursery Rhymes: "I'm a Little Teapot," "The Itsy-Bitsy Spider," "Where is Thumbkin?," "Five Little Monkeys," "Five Currant Buns," and "Here is the Beehive."

Book: Maybe Mother Goose by Esme Raji Codell

Domain: Language & Literacy

Standard: RL.2 With modeling and support, retell familiar stories/poems.

Activity #23 I Spy

Description: Put 10-12 objects on the table. One family member will describe the item and the child will try to find the item on the table.

Then the roles will switch. (Encourage family members to use color words, sounds, descriptive words.)

Instructional modification: Use laminated pictures instead of real objects or play in a small group with the facilitator displaying a picture for the family member to describe to the child.

Materials: Picture cards of each item on the table, 10-12 items of various sizes and colors

Book: I Spy by Jean Marzollo

Domain: Language and Literacy

Standard: SL.PK.5-Describe familiar people, places, things, and events with model and support.

Activity #24 Talk With Me On Tour (TALK WITH ME) will host this activity

Description: Interactive storytime that highlight key points of the TALK WITH ME program

(This session will run repeat every 30 minutes)

Materials: (Materials will be provided by TWM volunteers)

Book: Say Hello! by Rachel Isadora

Domain: Language & Literacy

Standard:SL.PK.1b During scaffolded conversations, continue the conversation through multiple exchanges.

Activity #25 Rolling Ramps

Description: Children will explore how different objects move down an inclined plane. Each child will predict, experiment, and measure results.

Materials: Large triangular hollow blocks or short planks and something to rest an end on to make an incline; variety of objects that slide or roll; tape to mark distances (predicted and actual stopping points); large chart labeled “Rolls” and “Doesn’t Roll” to sort objects.

Material modification: Use plastic objects that slide or roll and wiped down between use.

Book: Rosie Revere, Engineer by Andrea Beaty

Domain: Science

Standard:PK.SCI.D1-Design and make things with simple tools and a variety of materials.

Activity #26 A House for the Three Little Pigs

Description: Each pig chooses a different building material – straw, sticks, and bricks to make a house and the wolf keeps blowing it down. Read the story (book or storyboard) and ask children about what type of houses they could make. What do they think will happen? Can you make something that won’t get blown over?

Materials: reusable resources such as straws, wooden skewers, craft sticks, sticks, toothpicks, unsharpened pencils, wood scraps, Lincoln Logs, sticks, coffee stirrers, pine needles, paper cups/ tape, glue paper clips, scissors. Building blocks, (fan – to make wind to test structures)

Material modification: Provide reusable items in a plastic bag or provide kid-sized plastic gloves.

Book: The Three Little Pigs by

Domain: Science

Standard: PK.SCI.D1-Design and make things with simple tools and a variety of materials.

Activity #27 Fire Safety

Description: Create a dramatic play station with firefighter gear. Learn the stop, drop n roll. Practice feeling a door to see if it is hot. Practice crawling below the smoke.

Materials: Fire Fighter dress up, hats, jackets, boots, fire hoses, trucks, safety rules

Material modification: Request plastic firefighters hats from the fire department for children to keep and use cleanable materials for the hoses.

Book: Stop, Drop, and Roll by Margery Cuyler

Domain: Health

Standard: PK.HEA.A1-Recognize how to respond appropriately to emergency situations.